

CHILD-WELFARE MAGAZINE

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The President's Desk

MOTHERS and fathers, you who love your children, you who wish them to grow up in an environment and under influences that are most favorable, do you realize that while you are occupied with the absorbing duties that occupy all parents of little children, many measures ostensibly for child welfare are being proposed in your state legislatures, which reduce parental control to the minimum, which when analyzed and tested create conditions prejudicial to the welfare of children.

A Message to Parents

Mothers and fathers, you cannot afford to be indifferent or ignorant of what concerns children outside as well as inside the home. The point of view of mothers deserves consideration always; the point of view of fathers, the bread-winners who toil long hours for home and family is practical, sensible, kindly. Whatever concerns children is of primary interest to parents, and therefore parents should be the leaders in building up in the United States a sane, well-balanced, comprehensive system of laws under which every phase of child welfare is met and safeguarded.

Only through an organization like the National Congress of Mothers and Parent-Teacher Associations which counts in its membership those actually engaged in bringing up children, in teaching children, in thinking and planning for their welfare, can the measures be secured which are favorable for children.

Many so-called child-welfare measures when analyzed prove to be exactly the reverse. A measure good in itself when carried to an extreme forfeits the end which it was designed to accomplish.

The Mother's Congress started the movement to regulate children's occupations, to keep them from work that is hazardous and injurious, to give them a chance for school during their childhood, but the Mothers' Congress did not stand for taking from children nearly every opportunity to work at all.

Every one was created to be useful. To deprive children from engaging in work that is suitable out of school hours, to make it almost impossible for any child to do anything but study books until fourteen or sixteen, to leave no discretion with good parents and teachers as to children's work is almost sure to result in dislike of work.

Habits that control life are formed in childhood. All people cannot earn their daily bread by what they learn in school, much as it may help them in enrichment of life. The foundation for many a future career can be laid hand in hand with the school life, not in sweat shops, not in hazardous occupations, but in many honorable kinds of work that develop responsibility, deftness of fingers, as well as brain.

"Satan finds mischief still for idle hands to do" is just as true today as it ever was. To deny children the privilege of any kind of work until fourteen is a wrong to them.

Laws regulating work for children are necessary, but when too drastic

they create conditions as injurious as those they seek to remedy. Fathers and mothers, when measures affecting children are proposed in your town or your state, make it your business to investigate every detail of them and see whether they stand the test of common sense and the best interests of children.

Endorse no measure without careful study as to its results.

At the meeting of the National Executive Board in Atlantic City Mrs. George K. Johnson made a strong plea that the National Congress of Mothers and Parent-Teacher Associations should be placed on a firm financial basis. She stated that she felt that the time had come for an endowment fund. She felt sure if such a fund was started it would increase steadily; and to make a beginning she pledged \$1,000. Immediately Mrs. Wm. T. Carter pledged \$1,000; Mrs. David O. Mears pledged \$1,000 as a memorial to her daughter, Helen Grinnell Mears. Mrs. Milton P. Higgins pledged \$1,000; Mrs. W. F. Thacher pledged \$100; Mrs. E. A. Tuttle pledged \$100. Mrs. Wm. T. Carter moved that Mrs. George K. Johnson be made chairman of the Endowment Fund and that her committee be composed of the members of the Executive Board, with Mr. George K. Johnson as a member.

It was voted that a membership and a memorial fund be made a part of the Endowment Fund as a thank offering in memory of children and grandchildren and in memory of those who have passed on.

Mrs. W. F. Thacher pledged \$5 in memory of Ellen Cameron, Tucson, Arizona, and Mrs. Tuttle \$15 in memory of Arthur, George and Laura Tuttle, New York City.

The splendid response to Mrs. Johnson's plan, by the members of the Executive Board, should be echoed in every state. With \$100,000 as an endowment the Congress could do far more than is now possible in carrying forward its nation-wide work.

THE list of 1,000 Good Books for Children prepared by our Chairman, Miss Jordan, of Boston, received the approval of Commissioner Claxton and is being printed by the Bureau of Education, thus relieving us of the expense of printing. The Reading Course for Parents, including the books we always recommend to mothers, has also been printed as a bulletin by the Bureau of Education.

The Government is limited in the number for free distribution but extra copies can be secured at nominal cost.

THE Director of Congresses of the Exposition is to issue a bulletin stating exactly what days certain organizations will hold meetings in the Exposition Memorial Hall. This comprises one hall seating over 11,000 and 6 halls seating from 1,000 to 1,200. The state Board of California decided it would be best for California to hold the state convention on May 18 and 19. May 20 is the National Congress Day at the Exposition Grounds. So the National Conference would come on the two following days: May 21 and 22.

Each state president is requested to start a movement in her own state urging those who intend going to the Exposition to go in May. Mrs. Rowell hopes that each state Congress may hold a reception in its own state building on the forenoon of the 20th and that all may be guests in the California Building in the afternoon.

The program committee for State and National Conference consists of Mrs. H. N. Rowell, Mrs. George E. Colby, Mrs. Charles H. Toll.

The Babes of Belgium

BY WILL IRWIN

WHERE THE OLD HOME STOOD

Two or three little pictures before I really begin:

It was the Pas de Calais at the end of October—an October blessed, in this year of dread, with clear, cool, bracing weather, much like our own Indian Summer. Around a turn in the road came a strange, shuffling multitude, doubly strange in that well-ordered landscape.

At the head marched an old woman, a stalwart, straight-backed Flemish woman, vigorous in spite of her sixty years. Beside her walked a boy of not more than twelve, his figure already settling into a peasant solidity. He, like the old woman, carried on his back a bundle wrapped in a sheet. And between them they dragged by the hand a little girl, not more than six years old—half carried her, since now and then she raised her feet from the ground and let them support her.

It was plain to see why she lifted her feet. Her poor little shoes, heavy though they had been in the beginning, were worn clear through. Her clothes and hair were matted with dirt, and her face was gray with it, save for the streaks made by her tears. She had stopped crying now; she was past that. There comes the time with all these refugees, young and old, when they get beyond tears.

Behind followed the rest of the refugee caravan, like these leaders except for minor details. Of course, there was not among them a man of vigorous years—only a few grandfathers, trudging along beside their women folks. Mainly, it was a collection of young children—all, like the little girl in the leading party, beyond tears with misery.

A dozen of the women, at least, carried babes in arms who had somehow survived the miseries of days and days of walking. These were

the last of the Belgian refugees to pour into France. They came, mainly, from that thickly-settled, fertile, once prosperous southwestern strip, along which Germans and allies were now fighting for the bridge-head of the Yser.

But not all. Some of them—as I learned from the few who had the energy to talk—lived further North. A month before, they had fled from the German advance after the capture of Antwerp; and they had been fleeing ever since—sleeping in the fields through rain and shine, eating what bread of charity Heaven only knows.

The tail of the procession, I found, had halted at a crossroads beside which someone had erected a tent from blankets strung on sticks. As I approached, wondering what this might be, an automobile came whizzing down the road at seventy miles an hour—there are no speed laws for military automobiles in time of war. It stopped beside the tent; there was a parley; and a man in Belgium uniform wearing a Red Cross brassard on his arm alighted.

"What is it—what is happening?" I asked the first of the refugees beside the tent—an old man who crouched in the gutter.

"*Un enfant*—a baby is being born," he said briefly. The man in uniform was a Belgian surgeon taking time from his work of repairing death to assist in giving life.

Again: it was the next day in Calais—Calais, once so busy and so venerable, and in spots so pretty, but now faded and dirty with the passage of armies. Ten thousand of these refugees came into Calais that day. That day, also, the Red Cross was bringing in Belgian wounded by the thousand—there had been serious fighting along the Yser.

The refugees, herded or escorted

by the police, streamed down the streets to the concentration yards prepared for them on the docks by the French Government, which was going to transport them to the Midi as soon as it could get the steamers. You would hear now and then the toot of an automobile horn, and the refugees would make way for the passage of a motor-car loaded to capacity with the white-faced wounded. The car would go on, and the refugees would close their gaps and resume their weary, nerveless pace.

At the concentration yards they sat in family groups, the children huddled about their mothers and grandmothers like chickens around hens. No child among them laughed or played; they were too weary for that; but no child cried. I was trying to have speech with these refugees, and finding them too nerveless to give any account of their adventures when an ambulance arrived.

A nurse and a physician descended. A woman rose from a distant group and joined them. She carried in her arms a bundle wrapped in rags. The slant of her back showed that the bundle contained a child—there is an attitude of motherhood which none can mistake.

The women in the nearest group followed the pantomime with their tearless, hopeless eyes.

"What is it?" I asked.

For a time none of the women answered. Then one spoke in a dead tone.

"Her baby is dead," she said. "She had no milk in her."

All that happened on the fringe of Belgium, to the refugees who had made their way out and were nearing safety, and enough comfort to keep soul and body together.

I could multiply instances from the observation of others. There was, for example, the group of two hundred refugees who arrived in Holland early in November. They carried with them four dead, newborn babies.

It was the same story which one hears everywhere. The mothers were so reduced by privation that they had no milk of their own. As for cows' milk, it was not to be had for any money.

Add another picture, brought out by an American from Belgium. He stood one morning by the back door of a German cook camp, watching a group of Belgian women grubbing through the trash-heap piled up behind the camp. All these women carried babies.

"What are they doing?" he asked a German sergeant with whom he had struck up acquaintance.

"Scraping our condensed milk cans," said the sergeant. "It's the only way to get milk for their babies. I've seen them run their fingers round a can which looked as bright as a new coin, and hold them into the babies' mouths to suck. My company," he added, "has been getting along without milk in its coffee and giving it to these women. We've received no orders to the contrary—and we're mostly family men. But we're an exception; and it doesn't go very far."

Here is another recent picture from stricken Brussels, that gay, dainty, lively city in old times—the city whose smiling people called it *petit Paris*. The scene is the once busy, pleasant boulevard Bischofsheim. A woman collapses on a bench set along the sidewalk after the fashion of the Greater Paris. In her arms is a baby. A child staggers along, clinging to her apron. The woman's face is blue and yellow; she is on the verge of collapse. The baby, surely not over five months old, has a pale, lead-colored skin. Its mouth is open as though set that way. Its eyes are closed.

Two women of Brussels pass this unhappy group. They hurriedly exchange some words, turn back to the woman on the bench. Then one stands guard while the other hastens for some milk and bread—such as is to be found in the Brussels of to-day. They force a little milk be-

tween the teeth of the mother. They let the baby drink. It drinks as though it had never drunk otherwise.

To the face of the mother comes a few patches of color. She slowly recovers until she is able to eat a bit of bread. The baby opens its mouth, drinks more greedily. "It has not fed since two days," the mother whispers.

The mother tries to rise from the bench but she cannot. The elder child drinks the milk that is left. It looks curiously at the piece of bread as if it did not know what it was. The mother forces it to eat. A crowd has gathered, murmuring. This sight is not new, yet each time it draws a little crowd. Every one would like to give—but no one can. Who is not poor at this moment? Many of them have children at home who to-day weigh less than the day they were born.

France and England and Germany and Austria are issuing their lists of the dead, which are mounting up day by day to a ghastly million. But these take account only of the strong young men who have died in the fighting. They do not take account of mere non-combatants. They do not list the women who, foolishly or ignorantly sticking to their homes, have died under the shell-fire of enemies or friends. They do not list the weak and helpless who have dropped out from the pathetic caravans of refugees to perish along the edges of the roads. They do not list those who are beginning to die by hunger in stricken Belgium. And finally, they do not list these babes of Belgium, dropping off before their lives have fairly begun, because there is no milk.

Let us view the situation in cold blood. Belgium is shut off from the world—ringed with steel. Her own food supply was used up long ago, either by the people or by their conquerors. The cattle were first of all to go; even in August I saw the Germans killing milch cows for rations. A cow or a small dairy herd

is left here or there; but they are the exceptions.

The supply of condensed milk ran short long ago. Now milk is a necessity to most civilized children between the ages of one and two years. Some children, it is true, pull through, under exceptional circumstances of privation, without it; but these are the unusually sturdy; they stand apart from the rule. The average young child must have milk or he will die. And there is no milk.

Again, the suckling baby must have mother's milk or a substitute. There is, of course, no substitute to be had in Belgium and equally there is little mother's milk.

Every woman knows that a civilized nursing mother must "keep up her strength." She must have nourishing food—in many cases special food. Every woman knows that a certain proportion of civilized mothers cannot feed their own babies even at that.

Nourishing food—special food! The news which filters out of that locked, stricken country to The Commission for Relief in Belgium makes a sarcasm and a mockery of those phrases.

In many, if in not most Belgian cities, the populace is down to one large baker's bun a day, issued by the municipal authorities. In some places, the authorities have been able to supplement that ration by one bowl of cabbage soup a day. One bun and one bowl of cabbage soup a day—for a nursing mother!

Yet that is all they have and all they will have this winter at the best America can do. The Commission hopes at most to transmit ten ounces of food a day to each inhabitant of Belgium—and to do that the people of the United States must strain every resource of charity. How little that is for a civilized human being, and especially for a nursing mother, becomes plain when one learns that the average inhabitant of Greater New York consumes forty-two ounces of food a day. The mothers of Belgium can hope only for a quarter ration this winter!

Even allowing for the reduction of the birth rate due to the war, there must have been forty thousand births in Belgium since the Germans came. There will be forty thousand more in this winter of hardship and privation. How many of the newly-arrived forty thousand have already died unnecessarily—undecorated, unsung victims of this war—no one will ever know.

How many of the coming forty thousand will die depends upon us in America—upon how much food we send to the nursing mothers, how much milk to the babies.

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Contributions should be sent to MRS. W. J. THACHER, 910 Loan & Trust Bldg., Washington, D. C.

Juvenile Readers*

By E. W. MUMFORD

Five hundred millions of dollars are spent annually on education in this country. We have national organizations of men and women to promote child welfare, to decrease infant mortality, to provide good milk and pure food, to found libraries, to improve tenements, to open playgrounds, to prevent injurious child labor. A Children's Bureau of the federal government has been created to organize and promote these and kindred movements. Millions of money, countless hours of intelligent effort, and all to what end?—to safeguard the health, the judgment, and the moral stamina of our sons and daughters, that the next generation shall be stronger, wiser nobler and more efficient factors in our national life.

In other words, the nation recognizes that as they mature it is going to need those young people in its business.

In 1910 there were in this country twenty-five million children of school age, that is, between five and eighteen years. When these children reach what we call years of discretion, will they be reading books of history, biography and science, and fiction that is real literature, or will they take what little they understand of either from the Sunday paper? The answer

is largely determined by what they are reading now.

THE PROBLEM OF THE BOOKSELLER IS TO HOLD THE CHILDREN

It is true that we can do little to change the habits of those whose lives have missed the joy of books, and whose reading is confined almost entirely to the newspaper, the magazine and occasional fiction. But with the child there is an opportunity the importance of which cannot be overestimated. "If you can sell the children wholesome, worthwhile books of some literary merit you are helping to develop a taste that eventually makes book buyers. Selling a poor grade of stories, however, makes not book lovers, but book devourers, and on them the circulating libraries thrive."

Every educated man knows that story books are powerful influences in the moulding of character. How many booksellers study their purchases and sales of children's books from this angle?

EDUCATING PARENTS TO BUY GOOD JUVENILES

Why not give the parent his chance? He often buys ignorantly, accepting anything, provided it is cheap and he thinks the child will read it. When convinced that he has been

* Read before the Twelfth Annual Convention of The American Booksellers' Association, held in New York City.

acting against his child's interest he will buy better books, even at a higher price. His eyes will be opened if he can be persuaded to read for himself the poor story books he buys. One boy was cured of the dime-novel habit by making him read one aloud. He was really ashamed to give open expression to its improbabilities and cheap heroics. The glamor of many a modern juvenile would fade under this severe test.

Every book cheap in quality, whether high or low in price, helps to make a cheap boy or girl, to lower the moral tone, to coarsen the character fiber, and turn the child away from what is fine, true, honest and worth while. Before he knows it he has been cheated out of his noblest heritage.

When the bookseller takes the boy's money, hands him a worthless story book, and pockets his nine cents gross profit, is the account square between them? Where is the boy's profit? Yet this is being done all over the United States.

There are 1,802 towns and cities in the United States with a population of 2,500 to 10,000. With some notable exceptions, the juvenile fiction sold in those eighteen hundred towns is confined practically to books that are worthless or dangerous for young people. The same thing is true of many larger towns and of the smaller places. Two-thirds of our people—sixty millions—live in communities where the bookstores offer nothing but cheap and cheapening stories for children, where better things are rarely found in stock. This is a disheartening outlook for the reading habits of the next generation.

WHY THE BOOKSELLER SHOULD DISCOURAGE TRASHY CHILDREN'S BOOKS

But a bookseller, questioned as to whether he ought to sell such books, will reply: "Why not? The children want them; they do no harm; there is a good profit in them." Let us look at these statements in turn.

1. Granted the children demand them. But it is pretty well estab-

lished that children are not always the best judges of what is good for them. The state protects them in many ways against themselves. There are laws against cheap candies that sell readily, but that poison a lad's stomach. But what restriction is there on the cheap story that poisons his mind?

2. Is the juvenile fiction sold in at least two thirds of our bookstores harmful?

With the demand for lower prices has come an enormous output of juveniles sold within the limit of the child's own pocket money. They are bought by teachers to present to their classes. They are purchased for Sunday-school libraries, although many of them are grotesquely out of keeping with the teachings of the school. Many a parent who would promptly take John out to the woodshed if he learned that the boy was collecting dime novels himself frequently adds to John's library a book quite as bad.

CHARACTERISTICS OF TRASHY JUVENILES

This book—the commonest purchase for a child of ten to fifteen to-day—is usually one of a series (several pages in the body of the story advertise the other books of the set). It may deal with airships, cowboys, athletics, school life, college life, naval adventure or sunken treasure; but its plot may be predicted with absolute certainty. Its infallible hero and his friends are invariably opposed by a despicable villain and an assistant who, although a little worse than the villain, is often reformed. The villain seldom reforms, as he is needed for the plot of the next book. The forces of vice and virtue invariably clash in the first chapter, and thereafter the villain stops at nothing that will injure the hero. If they are rival candidates for the position of pitcher on the school nine the hero may expect to be assaulted by thugs at night, or to find his front steps dangerously greased when he steps out in the morning. If

it is a girl's book the heroine (blonde) has a "dangerous enemy" (brunette) in the person of a rich schoolmate. The youthful villain, by the way, is almost invariably rich, and the unpopular teacher is likely to be in league with her.

These characteristics sound most unbelievably ridiculous, but they are found in scores of such books. It is amazing how often the same old plots and themes, revamped with a few allusions to modern boats, airships and other inventions, pass muster as new stories. They are, of course, cheaply and, therefore, hastily written. One writer produced recently in one year fifteen new books of this kind. Another well-known author easily surpasses this annual output by frank use of the factory method, outlining the plots, incidents and characters to a corps of assistants, who submit their work for his final revision.

Do we wish our boys and girls to think straight?

These poor juveniles distort facts, make impossible feats possible. The young hero of one series builds and runs an airship with sleeping berths and automatic control, has miraculous escapes from earthquakes, hurricanes and shipwrecks, thwarts gangs of desperate men, captures bank robbers, rescues beauty in distress, and presents to his sweetheart diamonds worth thousands of dollars. In another, boy aviators reach the South Pole. In another, "our hero" on a motorcycle jumps a fifteen-foot gap in a broken bridge. In another, two poor girls of fourteen and sixteen attend balls and yacht parties given by the exclusive set of Newport. Do such books help or hinder the development of a love for fact and habit of straight thinking?

Shall we teach children that honesty is the best policy?

The hero in these juveniles often wins his point by lying, evasion or smart trickery.

Should children learn to respect their elders?

The hero or heroine in low-grade juveniles almost without exception is

in opposition to some older person. The hero is always proved right. The parent or guardian, or other person in authority, is as invariably wrong. Does the constant repetition of this make for discipline among young people, or the reverse?

Shall children be trained to respect learning?

In many modern stories of school and college life the teacher or professor is either a ridiculous butt for "pranks" (the advertising of such stories lays stress on the "pranks"), or is harsh, unjust and cruel, and is, therefore, very properly exposed by "our hero." In stories involving modern invention, such as airships, etc., the teacher becomes a "scientist," around whom most of the fun revolves. It is always the "scientist" who makes absurd predictions, who is looking for "fur-bearing pollywogs" at the South Pole, who falls overboard, or has the tar spilt over him. Science in these books stands either for modern magic or for thoroughly impractical nearsighted blundering. Is that the view you wish your boy or girl to have?

Should children be taught to speak correctly?

Will they learn the habit from books written in bad English, with much objectionable slang and many coarse expressions? One such book, the first volume of a very popular series, contains these: "That's her," "a well-off man," "it was him," "he don't know," "they didn't used to," "you'd ought to," and many others.

Is it desirable that our children should grow up well mannered?

What is the influence of books which show boys engaged in coarse, practical jokes, and girls in hoydenish midnight pranks, and in which both outwit their elders and keep late hours? A noisy frolic of boys and girls on the street at night is expressly condoned in one of these volumes. "What they were doing," says the author, "might be considered exceedingly out of place by a few straight-laced persons; but boys and girls will have their fun, even if it must

sometimes be at the expense of other people."

Should our children's companions be carefully chosen?

Would you have your young people associate with a girl who would deliberately try to maim a companion by running into her while coasting; or a girl who would yell fire in a theatre to stampede the audience; or a boy who, seeing another about to do a mean trick in a race, does it himself and does it first? Too many modern juveniles have such characters.

Is thoughtless, cruel mischief to be encouraged among children?

In one book of the sort we are discussing, "our hero" turns on the grocer's molasses-barrel spigot, puts a "tic-tac" on a poor widow's window (the author commends the tic-tac and tells how to make it), frightens a woman teacher with a live mouse, puts glue on the minister's chair, and pulls over a ladder, injuring a man and a woman. How would you feel about the influence of such a book if you were

the grocer, and the first trick were repeated in your store?

Judge Lindsey, whose work among boys has made him a national figure, says, in a recent letter: "I recall a gang of boys in my court. In the trunk of one, in an attic, were found hundreds of 'cheap juveniles,' and I think they had much to do with the misdirected energy and spirit of adventure in these boys, which, instead of taking the wholesome channels, took really to serious crime. The coarse, cheap appeal of some of this literature is certainly dangerous."

It is as true today as when written that "evil communications corrupt good manners," and the vicious juvenile story has a sad account to answer for. But the bookseller of clear vision, who has steadily set his influence against it, will surely reap his reward, and the children he has helped to make into grateful lovers of real books shall be the bulwark of his prosperity.

An Educational Forecast

By LISBETH G. FISH

In making an educational forecast, let us look back to the past, which was the fertile soil out of which has grown the newer educational thought. In comparing our methods of geography teaching, I remember when my class in map-drawing had the lesson on Siberia,—every tiny gulf and bay, every river and town with unpronounceable name was sketched in simultaneously by a class of 25 with marvelous precision. Today we do not call that teaching geography at all. Drawing was mere copyist work. Science was delivered in the form of dry and uninteresting lectures. In the high schools botany was the search in the key for the name of the specimen regardless of its nature or preferred habitat. The stress was laid mainly on the memory, and drill

and methods of teaching aimed to give the child a vast store of knowledge while little or no effort was made to draw out the reflective side of his character.

Today this point has been grasped, more or less thoroughly. Criticism of method is open and aboveboard in educational associations, and among the publications offered to the general public. Notable among these was the series of papers by Ella Frances Lynch,—in which she showed that much time is wasted and much money is spent annually for text books and equipment which could be used to better advantage in employing a better grade of teachers. The high schools receive a challenge at her hands as being too numerous and too elaborate, while down the line there

are little ones whose mothers receive a pittance from school boards in order that their children may continue in school long enough to learn the three R's. Until the illiterate class is diminished, palatial high schools should not be built.

Miss Lynch believes that it is senseless to plan a general course of study in preparation for high school when such a small percentage of the pupils enter, and a much smaller percentage complete the course. A preparation for actual life of these pupils, physically, mentally and spiritually is required.

In a German book recently published and translated, "The Education of Karl Witte" on the training of the child, we see that with not more than two hours a day of actual instruction, Karl Witte easily read French, Italian, English, Latin and Greek at nine. We read how Karl was led to mechanical work and self-help with toys, and how his parents "mended faults against morality and piety," and how they taught him geography and physics by trips to cities. It was not the extensive teaching that counted so much as the regular ordering of the devoted father's and mother's whole life so that the indirect instruction the child absorbed should be for his mental and moral good.

Commissioner of Education P. P. Claxton suggests not more than three hours a day in school, giving children useful work out of doors, thereby increasing their health, happiness and practical knowledge.

Owing to the crowded condition of the school in my district my youngest daughter may only attend a half day. The other part of the day is spent in useful household duties suitable to her age—mother and daughter thus having advantages for helpful intercourse otherwise impossible.

Scarcely anything a child learns at school is remembered ten years later, unless later experience renews the school acquaintance. Three fourths of the grammar, two thirds of the arithmetic and history, and like por-

tions of all else that is taught between kindergarten and high school vanish utterly from the pupil's mind within a few years in nine cases out of ten. Only that teaching remains which future experience renews.

Some fifty large employers were recently asked wherein public-school training was deficient, as shown by their own experience with new employees coming directly from school. Their replies included the following: Reading; writing; arithmetic; geography; spelling; punctuation; pronunciation; concentration; application; ability to conserve properly; ability to follow directions.

Very likely these employers expected too much; but their replies fairly raise the question whether public-school education does not try—futilely—to furnish young minds rather elaborately instead of addressing itself mostly to training them so that they can furnish themselves.

The Commissioner of Education has made the following suggestions for improving our School System:

"(1) By reshaping its tactics so as to have six years of elementary and six years of high schooling, we could do better for the 75 per cent. who now cannot afford to go into high school at all. They could thus get two years of high school instruction and a taste for more. Better organization here would save some time now wasted.

"(2) Instead of having teachers staying year after year in one grade, always dealing with new children, by moving the teachers up with the children we could get closer sympathy and better understanding of each child's needs.

"(3) By fitting the work of country schools to country life, so that pupils in them might learn more of plant and animal life, farm methods and machinery, the business side of farming, the wide circle of knowledge which bounds the wondrous operations of nature in the production of food, we could make them not only more interesting than they now are, but also very much more helpful.

"(4) By keeping the young folks

indoors at study not more than three hours each school day and having them do useful work outdoors under good guidance four or five hours—in gardens, say, or at some form of hand labor, we could increase their health, their happiness and their practical knowledge. Add to this, as they grow older, shop or farm work of a higher skill, for which they could receive pay, and many could then afford to stay in school throughout the high school years and even throughout college. In the mere matter of school gardening alone, Commissioner Claxton figures that if one third of the city school children who are now idle and uneasy in summer were put to guided work, they could produce from the soil food worth \$300,000,000 a year, to say nothing of what they would learn. And doing it would be play, not drudgery."

The suggestions offer sufficient subject matter for discussion. Take the suggestions for the rural schools. Undoubtedly the changes he suggests for rural schools will greatly aid in creating a new interest in them so that the boys and girls will care to continue at school longer than they do now; even the adults in the community will find the school the place to solve the variety of problems which confront the practical farmer. However, the first serious problem in the rural schools today is not so much the course of study as the lack of money.

A communication in a late number of the *Survey* calls for the need in every large school system, of a supervisor of social education. Such supervision must imply familiarity with the problems of education and sociology, and understanding of school-room conditions, methods and theories, and a knowledge of local social conditions.

These suggestions would have been subject to ridicule twenty-five years ago. Today they are already used in some places and they find approval if not adoption when well presented. In Denver, a phase of this side of education was inaugurated by the Mothers' Congress three years ago and later accepted as an experiment by the

school board through the urgent efforts of our woman school board member—Mrs. Myron T. Jones.

The characteristic quality in today's educational method may be defined as the *humanization* of education. Children are not being taught unrelated facts for the sake of mental training, but are led to discover information about this wonderful world and their relation to it. Their minds are developed or rather unfolded through the five senses. Hearing, seeing, tasting, touching, and smell become their main dependence in the acquisition of knowledge. "Learn to see for yourself," "Listen to Nature's many voices" says the comprehending teacher.

The recognition of the value of the physical development of the future citizen is shown in the spread of the playground movement, whose advocates claim civic, social and moral, as well as physical training therefrom; in physical culture and courses in personal hygiene; in the medical examination of pupils, often with clinics where advice on care of the eyes, teeth, etc., is given free to all; fresh air schools, or at least a sane system of ventilation; special schools for backward children.

The closer coöperation between the home and the school is another factor growing out of the great principle mentioned, humanization of education. The Parent Teachers' Associations were formed to secure better coöperation between the home and the school. The Bureau of Education and the National Congress of Mothers and Parent-Teachers' Associations are cooperating in promoting education, child-nurture and home-making. In Colorado, the Mothers' Congress, aims to work with school and civic forces, materially increasing the efficiency of all.

The system of school credits for home activity projects the school still nearer to the home, and makes the footing still more equal. The mother keeps the daily score, which is given to the teacher, who keeps the record of daily points. At the end of the

month, the six pupils having the highest score are given a quarter holiday and their names are placed on an honor roll. The mothers are all loud in their praise of the system, and the teachers are planning to use it again this year.

The best example of an entire school system embodying this new idea of social education in the Gary "plant," as they call it, at Gary, Illinois. The pupils leave those schools having learned their work in the best way with the least expenditure of time and money. Force and fear are eliminated from the Gary methods of pedagogy, and the "Christian spirit" is what they claim directs the school. The opportunity for an entire elective course creates a very different spirit from the feeling that they are forced to take prescribed studies. Thus they are led instead of driven, and with the result that they love their school and its work and put forth the best efforts. They play, too, at the Gary schools. Prominent in the planning of the grounds and buildings was the allowance for playgrounds. These grounds are at the disposal of the pupils at any and all times. Everywhere is the spirit of freedom, of honor, and of clean manhood. Wisconsin opens its schools to the people at all times when not occupied by the children. They are truly "Social Centers," thus giving better returns

for the money spent for their erection and maintenance. Agricultural colleges in the West offer opportunities for universal education if such can be.

All this for the social feature of child nurture. On the other hand Professor O'Shea in the CHILD-WELFARE MAGAZINE points out some of the dangers in an over-development of the child as a social being to the exclusion of training in working independently and working in isolation. When this principle is lost sight of there is a decadence of the nation. As an example of the individualistic idea in up-to-date pedagogy we have the teaching of Maria Montessori. Madam Montessori has found America a place ripe for her ideas of individuality and freedom. Her strong insistence for physical care in her educational system insures vigor of body which is the best foundation for the intellectual growth. Madam Montessori belongs in the class of American reformers like Colonel Parker and John Dewey, who in Chicago conducted a school where the individual child was held in reverence; where uniformity would be esteemed as a fault rather than a virtue; where the motto was to *lead out* rather than to *crowd in*.

This gives us a view of the two sides of education. It is combining the two phases that brings best results.

Lilies

By JOHN KENDRICK BANGS

(Copyright, 1913.)

A lily in a window stood
And looked out on the multitude.

A child upon the pavement raised
Upon the lily's beauty gazed.

I looked upon them both and thought
Of pure souls in such currents caught,

And straightway set about to save
The twain from perils of the pave.

And now I find a store of cheer
From out that deed of yesteryear;

The child, a sturdy human he!
The flower a precious memory!

The Parent and Paregoric

By ROSE SEELYE MILLER

The young girl watched a neighbor give a little child something which she had carefully dropped into a teaspoon. The child seemed to be in buoyant health and the girl wondered, until at last she said;

"What is that you are giving Tommy?"

"It is paregoric," the mother replied simply enough, with no sense of shame.

"What do you give it to him for?" came question number two.

"To help him rest, it will make him quiet so he will go to sleep and he will sleep a long time without waking, even though there is a noise and confusion."

"Oh!" the girl gasped, for she was of a large family and yet she had never seen her mother give anything to "help" any of them "rest."

"And will he sleep all through the exercises to-night?"

"Yes, and he will not even wake up and be cross when we get home; it's better than to have him disturbing everybody, and making a scene in public."

"Such a beneficent thing surely should be known, and the girl had about decided to get a bottle of the magic stuff to give to her little brother when her mother should be away, and the boy troublesome, or she wanted to be free for other things. The more she thought of it, the more she determined to have some of the "rest," medicine. So when she was ready to start home, she asked for a little, and to have the name written down, that she might buy more when her supply should be exhausted. The woman gave the requested supply and also the name of the drug, and the place to buy it. The girl took it home, and anxious to test it upon her own young brother she took the bottle and carefully dropped the required number of drops into a spoon, but just as she was about to lift the bottle away, she heard her mother's step and her hand

trembled a little, and her eyes, turned away for a moment, did not note the rapidly dropping liquid.

"Here Tommy," she said hurriedly. "Take this for sister, it will make you feel so good and sleepy."

"Tommy don't want to feel sleepy," the little fellow objected, and before the girl could administer the beneficent potion the mother entered the room. The girl started guiltily, but she held her ground.

"What you doing, daughter?" the mother asked gently, noting the flushed face and the spoon.

"Why I was just going to give Tommy some of Mrs. Bowen's baby medicine. It makes her Tommy rest so good, and he don't make any fuss afterwards either."

The girl's mother smelled the liquid, noted the quantity in the spoon, and her face turned white.

"Grace," she cried, "Grace, it is well mother came just as she did. You didn't know of course that too much of this is very dangerous, and might make our Tommy sleep so that he would never wake up again. Never, never, never give him anything without asking mother, mother knows best."

"Oh, Mother!" and Grace flung herself into her mother's arms. "I thought it was just good for him, she—she said it was."

"Some mothers think it is good because it does make a child sleep, but an unnatural sleep is not good, and the child who is given such things—there are many names for them and they are put up in many guises, but the result is the stupefaction of the child. I had wondered for some time what the matter could be of Tommy Bowen, but I see now—don't you see how differently he acts? He used to be so lively, and active, and now he often sits drooping quietly in a chair or playing half-heartedly on the floor, and sleeping all the time when he is

taken to an entertainment. I'd rather stay at home forever with a crying Tommy than to have him stunted by any such 'rest' as this drug affords."

"Yes, mother, yes, so would I, I wish Tommy would cry, and I shall tell Mrs. Bowen, too, and we'll break the bottle and burn up the name, and never, never, never have any such thing again."

This is only one instance of many. The soothing syrup is found almost as frequently as is the baby, and the havoc wrought can never be estimated. The drug habit—opium habit—is sweeping the country to a disastrous degree. The drug is found in many medicine products and the safe way is to eschew them all. A little healthy crying will develop a child's lungs, while any drug that induces sleep is destructive. The natural functions of the body are arrested even as the natural wakefulness is eclipsed. The working of such a drug is insidious and yet I have seen the most rampantly healthy boy become in a month or two quiet and dazed looking, even when awake, because he had been subjected to a steady course of "help" to "rest." The habit of the sedative-taking is not beneficial, for while it will produce quietness

whatever symptoms were manifested before its administration will appear after its effect has passed away. A patient under chloroform will find surcease from pain, but the recuperative actions will not go on until the arrested consciousness has returned.

The little child is too little and helpless to help himself, and his parents should guard him from all such things as they would guard him from a mortal foe.

It is impossible to believe that any mother would administer a stupefying drug to a child, if she knew its fearful risk. Many a bright child has been made dull and stupid and eventually almost an imbecile by the drug habit. Many a grown person succumbs to the opium habit, because of an inherent taste which was inculcated and fostered in infancy by an over anxious mother for the quietness of her child. Not many mothers would deliberately give a young child an intoxicating liquor just to see him perform under its influence and yet such a method would be no more pernicious in its effects than that of administering the sleeping potion to a child whenever it is inconvenient to have him awake and perhaps mortify her with his fretfulness.

The Pernicious Pacifier

To the Editor of *The Nurse*:

When will mothers realize the danger from baby pacifiers and the harm done by flies? Upon entering a drug store in almost any town or city one sees pacifiers hanging from a card upon the wall and usually near a window full of flies. The flies roost on the card of pacifiers and a mother buys a pacifier and immediately puts it into the baby's mouth. The baby is taken ill and we hear the mother say, "I don't see how it happened. I am so careful."

One would think that a mother

should know that a pacifier develops a habit from which it is next to impossible to break a child. If the baby is permitted to have something in its mouth before going to sleep, it isn't long before he will refuse to go to sleep without his usual pacifier. A sore mouth, too, is traceable to the sucking habit, to say nothing of the direct danger from infection from dirt and germs.

Can we do nothing more than we are doing to educate the mothers? The storekeeper will do little to prevent flies until we stop buying at stores where flies are tolerated.—I. B. S.

Five Ages of The Child

By PROFESSOR E. A. KIRKPATRICK

Fitchburg, Mass.

PHYSIOLOGICAL

Few people realize that to be an infant in the ordinary city home is as dangerous as to be an adult with an infectious disease. The idea that children are just like adults except that they are small and weak, which leads mothers to give babies the same food that they themselves eat, is partly responsible for this condition. This is shown by the fact that instruction to mothers has decreased the death rate among babies one half, in places where it has been given.

It is naturally a critical time in the life of a human being when he begins to lead a physiologically independent existence, yet it is the ignorance of parents rather than natural conditions that makes it sixty times as dangerous to be under one year as to be a twelve year old. That the bodily organs, especially the stomach, shall function properly is not only desirable as a means of safety but future health and success depend in part upon this. Statistics gathered in France indicate that people who in infancy were breast-fed are more healthy and longer-lived than those that were bottle-fed.

The child should not only have proper food, air, and freedom to move but good physiological habits should be developed. The cuddling and petting to which every baby is a temptation must not be carried so far as to fatigue the charming little plaything or allowed to interfere with his eating and sleeping. Regularity in eating and sleeping are not only favorable to health but are the best basis for future regulation of conduct.

The infant may also be trained as are household pets to manifest his desires in objectionable ways and to wait until he can receive proper attention. A mother who naturally does things in regular order and who

is careful to see that food and other things desired are supplied before patience is exhausted, will not find this difficult. Certain preliminaries such as feeding then placing in a certain position or undressing and a few pats or a lullaby may become an effective stimulus to sleep at certain hours.

PLAYFUL

What a wonderful time in life it is when an infant in the latter half of the first year becomes able not only to control the position of his eyes, body and limbs but can handle objects and make them give him all sorts of new experiences in the way of sight, touch, taste and sound. Almost every waking moment is spent in play. The world and all that is in it including its inhabitants is a new and generally delightful toy-land. The little investigator finds out the possibilities of everything he can touch and move. He puts together, tears apart, and piles up, and in so doing learns the chief fundamental physical characteristics and laws of behavior of all the common objects.

By the middle of the second year he has learned that unsupported bodies fall and no longer puts objects in a cup or box when it is upside down. He has also learned that most objects with which he is acquainted do not move of themselves hence he is often frightened by spiders or bugs that move without apparent cause.

The infant should be placed where he can not hurt himself seriously or reach what will be injured by him, then allowed to manipulate various household objects, especially those of the kitchen. He should have a few at a time and these replaced by others as soon as he becomes tired of them. Toys are not a necessity and are often inferior to common objects such as a

tin dish and a spoon or a tin cup and some nuts.

SOCIAL

If there is a golden age of life it surely is in the second and third years when the charming little creature becomes the most delightful human companion. At the beginning of this period objects have been made to yield all sorts of delights. The child now imitates people and learns to feel and know as they do. All that they do interests him and he responds to every expression of feeling in a way that makes him share the mental life of those around him. He also wishes others to see, taste, and smell all that he enjoys and thus before he has developed a conscious individuality of his own he has a common conscious life with those around him. The rapidity of his progress in ideas and language has often been remarked but it is equally sure that he feels a thousand things he cannot understand or express. The emotional foundation of character is laid during these years. He fears what others seem to fear and loves and hates in accordance with the example of those around him. Many likes and dislikes that continue through life originate in this period although there is no conscious memory of the experiences that made certain things seem attractive and others repellant. At no time does an atmosphere of love, trust and helpfulness count for so much and at no time is the child more easily led by example and suggestion to form desirable habits.

INDIVIDUAL

Every parent of several children knows that even babies are not all alike. It is a long time, however, before children themselves realize their own individuality. Between one and three they are continually imitating others and thus sharing the thoughts and feelings of those around them. By the time the child is three years old, however, he not only distinguishes his own body from those of

others but has enough of an independent personality to use the word "I" correctly. During the next three years he learns to distinguish more and more clearly between his own mental states and those of others. What pleases others does not always please him hence he resists the tendency to imitate others when he knows by experience that it will not be agreeable to him. He is less ready to act upon suggestions that are given by word or act.

Sometimes there is a distinct reaction against doing what others do and following their suggestions. This attitude known as contrariness is of course most likely to appear when the child is not well or when an attempt is made to induce him to do something that is not agreeable to him at the time. It often, however, appears in healthy, good-natured children. They seem to have tired of the common life with others and now assert their own individuality by doing something different from what is suggested. Parents often find this a very disagreeable manifestation. In reality, however, periods of self-assertion and resistance to social influence need to alternate with periods of imitative conformity and sharing of the mental life of others. Otherwise the child will never develop an individuality of his own. The period from three to six is one in which individuality naturally develops and some contrariness is usually a necessary incident in such development.

The child now has a mental life of his own and should be allowed to develop it without continued interference and opposition. Continued supervision is not only not helpful but positively harmful. The child should be left to himself a large part of the time and allowed to romp, construct, imagine, and dramatize as he pleases. Only so far as is necessary for the comfort of others and as a basis for habits of politeness in himself, should his actions be controlled and directed. Sympathetic relations should be maintained with him by occasionally playing with him, reading him stories and

answering his questions but little formal teaching and training should be given during this period when individuality is developing. True, healthful development counts for so much more than any special knowledge or skill that can be gained during this time that parents should not be too anxious for children to be learning useful things.

COMPETITIVE

Having imitated and shared the life of others and developed an individuality of his own, the child at six is ready for a wider social life outside of the home, especially with other children. The teacher in part takes the place of the parent but common action with others of his own age brings in a new and powerful influence.

His strongest stimuli both positive and negative now come from other children. He has learned what to do with objects and how to act with reference to older people but now he must learn to deal with creatures that are neither inanimate objects nor authoritative adults, but like himself with wills of their own.

One of the strongest instincts now develops, that is not merely to do as others do but to rival others in whatever is being attempted in common. In the course of a few years this instinct has become so strong that the child acts with much greater vigor in the presence of companions than when alone and he can readily be led to compete in any form of activity whatever. He now plays competitive games and works and studies not so

much to do and know as to keep up with or ahead of someone else. By the time the child is eight or nine he cannot be induced to do his best unless other children are present to compete with him in work or play. He is like the race horse or bicycle rider, neither of which can possibly make the best time without a pace-making rival. Therefore individual teaching in the home should now, if not earlier, give place to group teaching in the school.

The association with companions not only stimulates to rivalry but gives rise to coöperation and to mutual adjustments of give and take necessary to all successful living with others. This is a time for chumming for and acting now as a leader and again as a follower. It is utterly impossible for adults at this time to give the same kind of fundamentally valuable social training that the child can obtain from association with other children.

Valuable social training, especially in coöperation, is obtained from competition between groups instead of between individuals. The child develops a larger social self in striving for the success of his group. He also learns to act not according to his own impulses but in accordance with the rules of the game or for the good of those on his side. The approval of companions takes the place of personal pleasures and a feeling of loyalty, of the desire for merely individual rewards or aggrandizement. Just as war has led to coöperative action and to civilization in the race so does the competitive instinct among children socialize and moralize them

Baby Care in the Schools

The care of the baby certainly is an important topic in the study of domestic economy, but the Board of Education of Philadelphia is the first to recognize the necessity for this instruction in the domestic economy

courses of the city schools. As an experiment nine schools are to be provided means of giving instruction in the methods of baby care. If successful the course will be extended throughout the elementary schools.

Interesting Facts about the Panama-Pacific International Exposition

Thirty-five nations have accepted the United States' invitation to participate, Argentina leading with an appropriation of \$1,300,000 gold.

The exposition opens on February 20 and closes on December 4, 1915.

Two hundred and twenty-eight great congresses and conventions, at which more than 500,000 accredited delegates are expected, have voted to meet in San Francisco in 1915.

The opening of the Panama canal will mean the development of great new markets for the products of the South; China, which is already a big buyer of cotton, will expend \$800,000 in its representation at the exposition.

Early in the year 1915 more than 200 warships, including those of the United States navy, will assemble at Hampton Roads and pass through the Panama canal to the Golden Gate, finding anchorage in San Francisco harbor.

A continuous live stock show will last throughout the exposition. Almost \$500,000 is offered in premiums and prizes for live stock and harness races.

The exposition will represent an expenditure of more than \$50,000,000, of which California contributes more than \$20,000,000.

Great prizes are offered for aviators who complete a round-the-world flight from the exposition grounds in 1915. One hundred and fifty thousand dollars is deposited in bank for the major prize, with smaller prizes for aviators covering different sections of the course.

The exposition grounds are within the city limits of San Francisco and are reached in thirty minutes from the heart of the city. The site lies just inside the Golden Gate and faces north on San Francisco harbor. It is almost three miles long.

All the exposition palaces were ready to receive the exhibits of the world on July 1st, 1914. The buildings are the loftiest and most impressive palaces ever constructed.

Tourist agencies report a tremendous booking from Europe in 1915 and thousands of visitors will see the United States for the first time.

War the Result of Improper Child Training

By WINIFRED SACKVILLE STONER

The old-time saying "In time of peace prepare for war" has been changed to "In time of war prepare for peace." Now that *civilization* has apparently been overthrown by *barbarism* and the whole world is in the hands of the "war demon," every right-minded person is eager to do something to bring peace on earth.

In order to eradicate an evil we must discover its cause. Five prime causes have been suggested: *women, greed, ignorance, different creeds, divers tongues*. Most modern men and women laugh at the first so called war cause. They say "We have no

Helens and Cleopatras whose beauty cause bloodshed." But if we forget the old-time idea that woman's beauty caused men to fight and slay, and instead study the mother in the home we can still agree with the French proverb "Cherchez la femme" for the origin of all things both good and bad. It is the mother who sows inclinations for love of war, greed, narrowness of belief in one creed. It is the mother who can best conquer ignorance and who can overthrow barriers between nations made by divers tongues.

Every mother has been made by nature as the potter of her children's minds, spirits and bodies. When mothers train their babes to love peace, to abhor greed, to have respect for religious beliefs of others and to acquire an international medium of communication so that we may all talk freely with our brothers of all nations, then hatred among different races will die and love and peace reign supreme.

Unfortunately, at the present day mothers teach their sons to admire brass buttons, to revere the soldier who takes life rather than the constructive genius who helps us to live. She gives her boy tin soldiers, swords, guns and cannon as toys in the nursery and proudly shows him monuments set up to soldiers in public places.

When her child reaches his sixth milestone the mother sends him to school where he studies school histories and readers in which great praise is sung to the warrior and little

said of the inventor, author and philanthropist.

At home the mother continues to praise warriors and to teach her boy love of his native land rather than of "his kind." She teaches him that the church which she attends is the only true route to Heaven. She implants seeds of greed in his young mind by encouraging him to become a money maker, and she neglects to teach him the simple and beautiful tongue Esperanto in addition to his native tongue so that he will have one language as an international code sign tongue, an open sesame to the thought and love of his foreign brothers.

I may be a Cassandra but I believe that until we have schools for mothers in which Nature's intended teachers learn how to train their children to love peace through admiration of the constructive rather than the destructive genius; through unification of religion and language, and early training to think of others' needs rather than their own, the goddess Peace will never reign on earth.

U. S. Department of Labor Children's Bureau, Washington

"Infant Care" is the title of a pamphlet just issued by the Children's Bureau of the United States Department of Labor. It is the second of a series of popular pamphlets for the use of mothers on the care of children. The new publication takes the baby from birth through its second year, dealing with such questions as feeding, clothing, bathing, sleep and exercise, or in other words, with the questions which all mothers must face, sooner or later, in the care of the baby. The book is written in simple, non-technical language, easily understood by the average American mother. Special mention is made, also, of the care of American babies in the tropics. It contains 84 pages, is illustrated with a number of plates and pictures and includes an appendix and a useful index. The appendix gives a list of

other government publications regarding matters of domestic economy, such as milk, foods, home sanitation, and other subjects of importance in the work of making the home suitable for the rearing of children.

The pamphlet will not, of course, take the place of the advice of a physician, but it includes a section on how to keep the baby well, which describes the minor ailments of babyhood and the symptoms indicating the onset of more serious illness. Special emphasis is placed on the danger to infants of whooping cough and measles.

The pamphlet was prepared, under the direction of Miss Julia C. Lathrop, Chief of the Bureau, by Mrs. Max West, who also prepared the pamphlet on "Prenatal Care," which was the first of the Care of Children Series.

"Infant Care," like all the other publications of the Bureau, may be obtained free of charge by addressing

a postal card request to the Chief of the Children's Bureau, Department of Labor, Washington, D. C.

New Books

Books to be reviewed in this Department should be sent to Editorial Board, 3418 Baring Street, Philadelphia, Pa.

The Wayward Child. By Hannah Kent Schoff. The Bobbs Merrill Co., Indianapolis, Ind. Price \$1.00.

This book carries a message to those whose interest has not yet been awakened in the work of saving the wayward child. This is not a problem for the few, it is a problem for all, for without help from all some children will always suffer.

The book is a practical study of the facts and conditions in contemporary American life which lead the young into conflict with the institutions of society. The various suggestions for improvement which the author makes are all based on her concrete material and her actual experience in dealing with young offenders. Mrs. Schoff should be considered as a practical rather than a theoretical student of the psychology and sociology of juvenile crime, and the book will therefore appeal particularly to those who are charged with the immediate care and education of the young. But it will also be of service to theoretical students, because it will furnish a body of interesting and accurate material illustrating the results on juvenile conduct of all the dominant forces in modern city, village and country life.

M. V. O'SHEA.

MADISON, WISCONSIN.

THE UNIVERSITY OF TEXAS,
DEPARTMENT OF EXTENSION,
AUSTIN, TEXAS, 30 January, 1915.

The book will make a strong appeal to our mothers, clubs and parent-teacher associations through its author. She knows the special interests of these societies.

In every community we find the "Wayward Child"—the plans for the improvement of conditions are helpful. The treatment of the subject is simple; anyone can read it easily, undisturbed by troublesome theories. The suggestions are practical, the solutions of the problem one cannot help feeling are true.

So many phases of the subject are taken up that the applicability of the book is wider than its title would lead one to believe. Many parents of children not wayward may benefit by its reading.

MARIAN E. POTTS,
Package Librarian.

Self-Training for Mothers. By Maria B. Chance. J. B. Lippincott Co., Philadelphia.

In these days when advice to mothers comes from so many who have only theory without any practical experience, it is a pleasure to read a book so full of wise sensible suggestions for mothers. Every page shows that the author has herself lived through the problems of wifehood and motherhood and having learned the deeper meanings of life has offered to younger mothers the benefit of her knowledge.

The mother who is looking for light will be glad to add this book to the book-shelf on child nurture which every mother should keep adding year by year such books as have a real message.

Child Training. By V. M. Hillyer. A practical daily handbook for every parent of a child under seven. The Century Co. Price \$1.60 net.

Problems of Child Welfare. By George B. Mangold, Ph.D. The Macmillan Company, New York.

City, State and Nation. By William L. Nida. A Text Book of Constructive Citizenship for Elementary Schools and Junior High Schools. The Macmillan Company.

The Cornell Reading-Courses. Published by New York State College of Agriculture at Cornell Uni-

versity. Rural Life Series. Songs that Live. By Rose Morgan.

J. B. Lippincott Company have issued a calendar that will delight the children and all those older folk who still love the beautiful things of the imagination. Twelve pictures in colors on the twelve calendar sheets are from the fine illustrated edition of *The Stories All Children Love* series. These classic volumes have been chosen not only for their appeal to the child, but also for their value in evoking the child's powers of mind and character, as in the beautiful tales by George MacDonald, Hans Christian Andersen and others that will hold the interest of children as long as childhood exists. The rarely sympathetic and beautiful illustrations chosen from these books are pictures that every child will want to own. They convey more than a hint of the noble books from which they are drawn, and are of a quality to appeal to the girl and boy of all ages. The calendar may be had for fourteen cents in stamps from the publishers, J. B. Lippincott Company, Washington Square, Philadelphia, Pa.

The Fanny Cory Mother Goose, published by the Bobbs Merrill Co., is one of the most exquisite books of the year. Mother Goose has appeared in many different dresses since she came to delight the hearts of many generations of children. Never has she appeared so attractively as in the Fanny Cory edition. The illustrations are so artistic that every page will interest not only children but grown-ups. There are so many crude ugly pictures in newspaper supplements and cheap books that parents who would cultivate artistic sense in their children will welcome a book so rarely beautiful.

Little Folks Plays of American Heroes—Abraham Lincoln. By Mary Hazelton Wade. Richard G. Badger, Publisher, Boston. 60 cents net.

Little Folks Plays of American Heroes—George Washington.

These books were written with the object of bringing the historic past into the vivid present in dramatic form, for in that way, the greatness of our heroes can best be impressed upon the imaginative mind of the child.

The lives of George Washington and Abraham Lincoln are written in a way to appeal to young children. Each history is followed by a short play suitable for children. Parent-Teacher Associations and Mothers' Circles in making their program for the year often desire to have one meeting which will interest and include the children.

These two plays are admirable for the purpose and will doubtless fill an important place in a field which needs just what Wade has given. For many years Mrs. Wade was a teacher in Hartford and is well acquainted with the needs of children.

School Hygiene. By Leo Burgerstein, Ph.D., LL.D. Illustrated. Translated by Beatrice L. Stevenson and Anna L. von der Osten. Frederick A. Stokes Company, New York.

A book of practical hygiene for the school. Plans of public schools and grounds in London, Frankfurt, Germany, Viroflay, France, Denmark and Geneva, show the careful attention given to school plants in their relation to health and comfort as well as education.

A photometer for measuring light on desks farthest from the windows, plans for artificial lighting, ventilation, heating, types of school chairs and desks, position of pupils at desks, lavatories, blackboards, gymnasium, playgrounds, school baths, swimming pools, domestic science, school feeding, ways of carrying of books, personal hygiene, recesses, extra work, examinations, corporal punishment, open air schools, boarding schools, school diseases, are all considered in this very interesting and helpful book. Parents as well as teachers and boards of education will find it full of valuable information in the practical improvement of school plants and school conditions.

The Kindergarten a Humanizing Factor

The kindergarten as a "humanizing factor" in orphanages and other institutions of child betterment is described in a bulletin, "The Kindergarten in Benevolent Institutions," just issued by the United States Bureau of Education. Heads of such institutions declare that the kindergarten supplies at least a partial substitute for the family influence and for the spontaneous activity lacking in institutional life.

The report says: "The kindergarten and trained kindergartner are of special value to institutions because they substitute the maternal spirit for that of mere constituted authority in dealing with child life. The function of the kindergarten is to nurture, unfold, form, and train the child's inherent powers; to teach him to become a self-educator.

"Philanthropic enterprises for the afflicted, both public and private, such as schools for deaf, dumb, blind, or defective children, should have kindergartens, because of their educational benefits, through the training of the hand. Properly taught, the hand may become the outer ear and

eye, even the outer brain, for these unfortunates; for through the hand the brain is awakened and stimulated.

"A kindergarten is the first demand of the social settlement, because through it the settlement worker gains the first interest of the neighborhood. The kindergartner must visit the homes, and the parents of the children soon find that her visits are disinterested. She has no ax to grind, in trade, politics, or religion; she comes as a friend of the family. Suspicion of any ulterior motive soon disappears, and she is welcome; she meets with the greatest courtesy and kindness in the neighborhood. Hundreds of churches and missions with records of true beneficence have found the kindergarten absolutely essential in their work.

"The biggest bill the community has to pay is that run up by pauperism, vice, and crime. Little can be expected from remedies applied to chronic cases; such treatment is palliative, at the best; only prevention can be genuinely, lastingly beneficial, and prevention is the peculiar office of the kindergarten."

One of a Teacher's Problems

By INA FEAGANS KELLER

The modern teacher enters the modern school-room which of course is clean, light and airy. Apparently everything has been done for the comfort, convenience, and well-being of pupils and teacher. Every modern equipment is here to facilitate study, and yet—this bright morning—the teacher dreads the forthcoming visit of the Superintendent and Teacher's Committee.

As she looks over the forty desks, each with its active, growing occupant, she cannot fail to notice the varying expressions on each little face, which of course betoken the passing thoughts in each little mind.

Johnny Jones, whose whole thought is filled with the fight that his father had in the alley last night, and which this same paternal guardian described in detail at the breakfast table this morning; Arthur Strause, who is still gloating over his earnings in a game of "keeps"; little Mary Smith, whose eyes are shining at the thought of the new baby which arrived at their house last night; Sarah Brown, whose grandmother is knitting her some new mittens, have their minds full of their special interests. A little group are looking at the unsold Red Cross stamps on their desks, picturing and repicturing the pitiful details of tuber-

culosis as depicted to them yesterday in this same sanitary school room.

Do you wonder that the teacher pauses in dread when confronted by the task of concentrating and holding each of these forty little minds on a lesson in long division during an hour's visit of her superiors?

She cannot fill vessels that are already full; so her first task must be to clear away or pigeon-hole the thoughts in these forty little minds. To do this with healthy, happy thoughts is, comparatively, an easy task, but not so with sinful or diseased thoughts.

There is nothing to which the human mind clings so tenaciously. Should we not avoid the inoculation of children's minds with sinful or diseased thought germs.

For example if Johnny Jones's father must fight, let him at least avoid talking about it before his children. If Red Cross stamps must be sold, let us sell them — all the year 'round—at the stamp windows in our post-offices.

In other words let us make the pedagogical theory—that we need a clean mind as well as a clean body—a sound utilized principle.

Importance of Education

By JEAN PAUL RICHTER

Since each generation of children begins the history of the world anew, the immediate, and through it the distant future, in which we can now gaze and grasp so little, would stand much more fairly in our power.

Only by education can we sow upon a pure soft soil the seeds of poison or of honey-bearing flowers; and as the gods to the first men, so do we physical and spiritual giants to children, descend to these little ones, and form them to be great or small.

Now before their educator the great spirits and teachers of our immediate posterity creep. Since you must send these children into a hidden period whose gales you do not know there is nothing more important to posterity

than whether you send forth your pupil as the seed-corn of a harvest or the powder-train of a mine which destroys itself and everything with it.

Let a child be more holy to you than the present, which consists of things and matured men. By means of the child—by means of the short lever arm of humanity, you set in motion the long one, whose mighty arc you can scarcely define in the height and depth of time. The moral development which is education, as the intellectual is instruction, knows and fears no time nor futurity. In this you give to the child a heaven with a pole-star, which may ever guide him in whatever countries he may afterwards reach.

Notices to Parents of Birth Registration

Mr. William A. Handerson, Town Clerk and Local Registrar of the town and village of Goshen, Orange county, makes the valuable suggestion: "It has occurred to me, since I was appointed Registrar of Vital Statistics, that after a birth certificate has been filed with the registrar and properly recorded, he, the registrar, should send notice, perhaps a postal, to the parents stating that Dr. ——— has filed

with him the birth certificate of ——— and that it is recorded as No. ——— in Book No. ——— of Vital Statistics. This would tend to give the parents a knowledge that the birth of their child is recorded as called for by law, and in case they did not receive such a notice, it would be an incentive for them to see if the birth was recorded."

A Unique School Fair

School fairs have been found to be an excellent means of awakening interest and coöperation by superintendents and teachers. The Parent-Teacher Association of the Mynders School in Knoxville, Tenn., held a unique School Fair recently in which the children of the school exhibited twenty-one varieties of animals. The importance of this exhibit lies mainly in the fact that by bringing their pets together and organizing a fair the children were impressed with realities of organization, coöperation, and of animal life.

Officers and committees were appointed from the student body. The girls elected a Seventh Grade girl, fourteen years old, as their President. Members of the Parent-Teacher Association were responsible for the departments, which were under the following heads: Sewing, Cooking, Art, Historical Loans, Manual Training Courses, Donkeys, Dogs, Cats, Chickens, Pigeons, Alligators, Opossums, Goats and Miscellaneous Animals.

Prizes were solicited by the officers and chairmen who were instructed to render receipts and keep accurate accounts. No one went into the field without proper credentials signed by the president and secretary. Local merchants coöperated by furnishing tickets and tags for the consideration of advertising on them.

Artistic posters of dogs, cats, chickens, etc., made by the children, were displayed throughout the town.

The Fair opened with a unique

parade on Friday afternoon and continued through Saturday. There were one thousand paid admissions.

While the Fair was under way the children from the fourth grade to the seventh grade wrote essays or compositions each week upon some familiar animal that was expected to be represented there.

Teachers and parents say that the value of correlating the work of the Fair with the work of the school was great. A prize of \$1.00 was offered each week for the best essays on these subjects.

A notable improvement was shown in the quality of written work. Interest in composition work was greatly stimulated. The essays showed that the writers had come in contact with the realities which were interesting and alive.

The prizes may have had some influence. Teachers tell the parents that the standard of composition work among the pupils was raised. They feel that this result alone would warrant the work incident to the Fair.

The Fair was originally designed as a means of interesting the children out of school hours, but it developed into more. It taught the children something about practical business methods; it furnished interesting material for compositions; it contributed to a strong school spirit; it gave an opportunity for organized coöperation and helped to teach the children its value; it netted the sum of \$115 for the school.

Program for Parent-Teacher Associations for March

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

FIVE AGES OF THE CHILD. MOTHERS' CONGRESS.

BELGIAN BABIES' NEEDS. TOUR TO PACIFIC COAST.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. SEE STATE NEWS.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

LOAN PAPERS ON CHILD NURTURE

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. The edition is limited, so that orders should be sent promptly to secure it. Price \$2.00. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

BOOKS FOR PARENTS

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

State Conventions

| | |
|---|--|
| Alabama, Montgomery, March 31 and April 1. | Tennessee, Jackson, March 1-2. |
| Connecticut, West Haven, April 22-23. | Rhode Island, Providence, March 30-31. |
| Georgia, Macon, March 17. | Washington, Spokane, April. |
| Iowa, Cedar Falls, March 20. | California, San Francisco, May 24. |

What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

Rural Parent-Teacher Associations

THE CHILD-WELFARE MAGAZINE is especially interested in making rural conditions better through improvement in schools, in surroundings of schools and towns, decorations in the schools, establishing libraries, conserving health, and improving sanitary conditions. All this may be accomplished through the work of a well-organized, active parent-teacher association. There are many which are doing valuable work and an account of what they have accomplished is an inspiration and help to those just beginning the work.

The Child-Welfare Magazine requests all parent-teacher associations which have done something of real value to send an account of it to the Magazine for publication.

ALABAMA

The Alabama Congress of Mothers and Parent-Teacher Associations will hold its annual meeting in Montgomery, March 31 and April 1. During the past year the Education Committee, of which Mrs. E. D. Thames is Chairman, has secured the passage of a bill which places women on school boards in Alabama. This is regarded as a great step forward.

ARIZONA.

The Annual Child-Welfare Conference of the Arizona Congress of Mothers was held in Phoenix, February 18. The Arizona mothers are eager to have the officers and members from other states visit them on the return trip from California but climatic conditions would not be pleasant after June 1.

CALIFORNIA

The President's report of our work to the School Superintendents in convention at

Riverside said in part: "There are now 350 associations and over 12,000 members belonging to the Congress. Some of these are inclined at first to devote their energies solely to local problems connected with the school—providing pianos, equipping playgrounds, etc. But progress is being made in our effort to harmonize the activities of the associations with the ideals and principles of the State and National organizations."

* * *

"We ask the Superintendents of the state not only to foster the organization of Parent-Teacher Associations, but also to urge their affiliation with the Congress. The local association needs the help and direction of the Congress; the Congress wants the co-operation of all Child-Welfare Associations."

In reply to the reading of the foregoing at the convention the following resolution was adopted:

Resolved: That the superintendents of California, in convention assembled, have

received the greeting extended by the Congress of Mothers and gladly welcome their coöperation and support in the education of the children of California.

We believe that all progressive communities will hasten to combine the home forces with the school forces in every possible way in order to unite in the care of children and in the promotion of their culture and development.

We further welcome the coöperation of Parent-Teacher Associations in acquainting the communities of California with the real needs of the schools and thus helping to obtain the larger support that the schools must have to meet the new problems before them.

We further wish to express our appreciation of the excellent judgment that Parent-Teacher Associations have shown in their support of constituted authority and we commend to boards of education the advisability of meeting all Parent-Teacher Associations with most cordial welcome as the part of a community most vitally interested in the matters officially in the hands of boards of education.

CALIFORNIA CONGRESS OF MOTHERS—
PHILANTHROPY DEPARTMENT

The Executive Committee of the National Congress of Mothers has issued a call to the Parent-Teacher Associations of the State Congresses, asking them to solicit from every citizen funds for the relief of European mothers and children made destitute by the war.

It is directed as special work for our state that every chairman on Philanthropy in every association and club of the California Congress arrange a campaign to solicit money for the purchase of canned milk. No one could refuse to give enough to buy one can of milk to save the life of a dear child. School children would be willing to help.

Will you not enlarge your committee and set to work at once?

Send the contribution of your association direct to the national headquarters, 910 Loan and Trust Building, Washington, D. C., so that it can be used as soon as possible, for the need is now great. A receipt for all money sent from California will be forwarded to me as your state chairman on philanthropy.

Very sincerely,

MRS. H. L. WESTBROOK.

1133 ARAPAHOE ST., LOS ANGELES,

January 11, 1915.

DELAWARE

Middletown Parent-Teacher Association

At a well attended meeting held in the School Assembly Room, Mrs. Geo. W. Marshall, State President, formally organized a Parent-Teacher Association here, the following officers being elected and installed: President, Mrs. John B. Cleaver; Vice-President, Mrs. E. B. Chamberlaine; Secretary, Mrs. G. Burton Pearson; Treasurer, Miss Ethel Brady. There was an enrollment of 42 members. Dr. Chas. A. Wagner's address was inspiring and enthusiastic.

Dr. Wagner in his office of State Superintendent of Public Instruction is working hand in hand with Mrs. Marshall in organization of Parent-Teacher Associations.

Through the efforts of the State President, Mrs. Geo. W. Marshall, the Parent-Teacher Association was granted an afternoon at the first State Institute of the Teachers of Delaware, which took the place of the former County Institutes. This concession and privilege was made possible by the interest of State Commissioner of Education, Dr. Charles A. Wagner, who earnestly advises the organization of Parent-Teacher Associations in every School Community.

At the Institute meeting, Mrs. Frederic Schoff, President of National Congress of Mothers and Parent-Teacher Associations, with Mrs. Marshall and Mrs. Lewes on the platform, made a stirring address on the "Relation of Home and School." The size of the auditorium limited the audience to teachers, but for that subject, which is always a vital one in child training, the teachers form a most sympathetic audience, as they know well how much their work with the children in the school room may be advanced by earnest coöperation of the parents in the home.

Mrs. Schoff infused such forceful enthusiasm into her hearers that fruit is already growing from her seed, and organizations have been formed in Houston, Newark, Middletown, Odessa, with others in prospect in the near future.

But how to reach and awaken interest in the parents who most need the ministrations of Parent-Teacher Associations is a question with which many organizations are struggling. This is no new question, but one that has faced every enthusiastic teacher who ever worked with children whose only inspiration toward an education—fitting for life's work—came from the teacher.

These Association meetings develop a bit of social life—some music, readings, addresses, helpful discussions; wholesome intercourse that brings people into a better understanding

of each other and their relative usefulness in the business of living.

May the work grow and widen till every school and parent in the state and in the United States feels the thrill and uplift; then there will be better citizens, greater states.

GEORGIA

The annual convention of the Georgia branch, National Congress of Mothers and Parent-Teacher Associations will be held in Macon, March 17. A State Rally on Child-Welfare Day, February 17, was urged by the president, Mrs. Howard Payne, who sent letters to every local circle asking them to observe the day.

TENTH DISTRICT AUGUSTA SCHOOLS

Mrs. W. W. Thompson, president of the John Milledge School Parent-Teacher Association, reports her organization in a most flourishing condition. At the December meeting, out of 95 mothers enrolled 95 were present, a marvelous record for attendance and enthusiasm. On December 4 the club gave a reception to about 300 guests, the refreshments being prepared and served by the girls of the domestic science class. The following officers for 1915 have been elected: President, Mrs. W. W. Thompson; secretary, Mrs. O. M. Burch; treasurer, Mrs. E. E. Vauhan. Mrs. J. C. Hoke, of Oakhurst, Ga., will succeed Miss Willett Allen as state chairman of kindergarten work.

A Parent-Teacher Association has been organized in North Ave. Presbyterian School, Augusta. Eighty mothers responded to the invitation of the principal, Miss Sarah Converse.

Georgia, as the birthplace of one of the founders of the Congress, should take first rank in membership. Georgia women are showing greater interest than ever before, largely owing to the visits of the State president to many cities and towns.

Miss Ellen C. Lombard, Secretary Home Education Division, Bureau of Education, will attend the Conference and speak of the joint work of the Congress and Bureau of Education.

IDAHO

Almost Forty Thousand for poor Mothers—Unofficial Reports Show How Pension Act Operates in Various Counties—Suggest Some Changes—Judges Would Have Law's Scope Extended to Include Deserted Ones.

Since the mothers' pension law went into effect, December 15, 1912, Idaho has expended \$39,114.35 in aiding needy mothers with children whose fathers were either dead

or in the penitentiary. This sum has helped 267 widows and 789 children. This is the report from 33 counties, four not having been heard from. Three counties, Boise, Owyhee and Shoshone have granted no pensions. It is interesting to note that these three are all mining counties.

The law allows \$10 for a mother with one child under the age of 15 and \$5 per month for each additional child under 15 years.

The law doesn't require the reporting of the work done in the several counties under this act, but having received so many demands from other states which are contemplating similar acts, Miss Coston, probation officer of Ada county, wrote personally to each probate judge asking for a report; all but four have responded, Twin Falls, Oneida, Lincoln and Clearwater.

REGULATES AMOUNT

The object of the pension is to enable the mother to remain at home and look after her children and no pension is granted if the mother works away from home all day, but she may and is supposed to, do all work possible within the home.

In granting the pension the probate judge usually takes into consideration the property which the mother may have to aid her in supporting her children, and sometimes he does not grant the maximum. For example a mother with six children under 15 would be entitled to \$40 per month, but if she owns her home and has a tiny income, the judge would grant her possibly but \$30. On the other hand, if she has no property at all, she would get the full amount.

FRANKLIN SPENDS MOST

Bingham and Franklin counties have expended the greatest amount of money. the former has aided 34 mothers and 114 children and has expended \$4,528.95, while Franklin county has aided 24 mothers and 85 children and spent more than Bingham, \$4,658.50. Ada county granted five pensions, aided 37 children and expended \$1,816.75. Several counties are aiding less than five, Adams county only two.

In sending out her questions Miss Coston asked what expense was entailed in investigating cases and found that throughout the entire state but \$14 had been expended in investigation, most of the work having been done by the regular probation officers.

JUDGES APPROVE LAW

Miss Coston also asked each probate judge to express his approval or disapproval of the law and make any other suggestions for its

improvement. All were unanimous in saying that the law had been an excellent thing but about half of the judges thought that the granting of the pension should not be left entirely in the hands of the probate judge, but should be concurred in by the county commissioners. Some thought that the sum allowed the mother of one child was too small and many that it should include deserted mothers, provided there were a law for bringing deserting husbands back to their wives.

In speaking of the Ada county mothers who are receiving pensions, the probation officers say that they are all of a high order of women. Only one pension has been granted in the county to a mother whose husband is in the penitentiary, and this was discontinued when the husband was paroled. One was discontinued on account of the remarriage of the beneficiary and one because the need ceased to exist.

SEE WHERE IT GOES

Two applications were refused because it was found that the mothers had been divorced before the husbands died, and were therefore not legitimate widows. In this county a close scrutiny is made of the manner in which this money is expended by the mother, and where it is found, as has been in a few instances, that it is not being used for the real necessities the judge indicates how it should be spent when it is drawn the next month.

Acting upon the suggestions made by many of the judges the Idaho Mothers' congress will introduce an amendment to the present law which shall make the sum given to a mother with only one child \$15 instead of \$10, since it has been found that this sum is entirely inadequate to care for the two, and permit the mother only to do work at home.

The Mothers' Congress will also ask to have the scope of the act so enlarged that it may include deserted mothers whose husbands cannot be reached by law, and women whose husbands are so incapacitated by illness as not to be able to support them.

QUESTIONS MORALS

Miss Coston makes two suggestions. One is that the law requires a report to the governor or some other official of the pension work in each county and the other that a moral qualification be included. At present the mother needs only to be physically and mentally able to care for her child. Her morals are not considered.

All the probate judges agree that the supervision of the pension cases should be somewhat enlarged.

State Convention, Eagle, Idaho, April 24.

The Idaho Branch of the National Congress of Mothers will hold its annual Child Welfare conference at Eagle, April 24. Good work has been done during the last year. The City circles of Boise held a "Better Babies" Contest during the last week of December. Seventy-five babies were examined and the interest shown was greater than ever before.

People came to learn about their babies and not for prizes; it was very successful.

A Child Welfare Exhibit was arranged by Miss Harcourt which may be sent out over the state. Dr. Seeley, of Pocatello gave an address on Health Inspection of Schools for the state; Dr. Moxery on the Eye, Ear, Nose and Throat; Dr. Hill on the Care of the Baby. Mrs. Nichols, Chairman of Legislation, is working to secure the passage of an amendment to the gambling law, which will do away with all slot-machines, games of chance, pooling games and dice games. These have become the menace to the young men of our state.

The Mothers' Pension Law is printed to include widows who have been deserted by their husbands for more than a year.

Idaho is planning to send delegates to the National conference at Portland.

ILLINOIS

We feel that the month of December, which usually sees a lessening of constructive activities in many lines of endeavor, was a fruitful month for our work in Illinois. Under our State Extension Chairman, Mrs. Bright, associations were organized in five towns where there had been none before. All of them affiliated with the Congress.

On December 30, we held a session at the Illinois State Teacher's Association at Springfield. State President, Mrs. Langworthy, spoke on the work of the Congress, State Chairman of Child Hygiene, Dr. Lindsay Wynekoop, spoke on prospective legislation in the present session of the Legislature affecting women and children. Mrs. Ella Flagg Young, Superintendent of Chicago Public Schools, responded most graciously to an eleventh hour request to say something to us in the place of a speaker who had failed to appear. She spoke for fifteen minutes, touching on Parent-Teacher work in connection with the Chicago Schools and on her plan for having history taught with the emphasis placed on the heroes of peace instead of war and on the horrors of war rather than on its glories.

The Southern Illinois Teachers Association met on the 22d and 23d of this month at

Carbondale and Mrs. Langworthy attended by invitation, and speaks on Parent-Teacher Association work.

One of the most encouraging bits of extension work ever done in Illinois was recently brought about by Miss Elisabeth Wilson, a member of the Congress Board and a member also of the faculty of the Southern Illinois Normal University at Carbondale.

It is the custom in this State for the Superintendent of Public Instruction to hold yearly, at each of the five Normal Schools, a Conference of the County Superintendents of that section. Previous to the date of the Carbondale meeting—Jan. 20 and 21—Miss Wilson secured permission from President Shryock of the Normal University to send out invitations to any Parent-Teacher Associations in the region to send delegates. This was done and two special meetings were arranged for these delegates—one an informal round table and the other a Council Meeting with the following program.

Music

Home Helps and Hindrances in High School Work: F. G. Warren, Principal of Normal High School.

How Parents Can Help the School: W. S. Booth, Assistant State Superintendent.

Where Parents Fail: Mrs. B. F. Langworthy, President Illinois Congress of Mothers and Parent-Teacher Associations.

What a Parent-Teacher Association Should Accomplish: Mrs. O. T. Bright, Chairman Extension Department.

Parent-Teacher Clubs as Judged by Results: W. A. Hough, Superintendent of Schools, St. Clair County.

Music: Violin Class of Normal Training School.

About 30 delegates responded to this call, representing Parent-Teacher Associations of whose existence the Congress had not previously known, and who needed, and were needed by, the Congress.

Miss Wilson also secured from State Sup't Blair an invitation for Mrs. Langworthy and Mrs. Bright to address the 24 County Superintendents who were in attendance, on the subject of Parent-Teacher Associations. These ladies were further honored by being included among the after-dinner speakers in the evening. All this afforded a wonderful opportunity of reaching the County Superintendents, the State educational officials, the Normal faculty and the body of Normal Students with the plea for Parent-Teacher organizations, and already as a result invitations have been received to present the work of the Congress at three County Institutes, where all the teachers of the county assemble, and

at four specially called meetings of parents and teachers looking toward further organizations. President Shryock and the members of his faculty offered every possible courtesy and hospitality to the Congress' representatives and the memory of Carbondale Normal will always be a delightful one. Especially interesting was the wonderful work done in music. President Shryock has a theory that no one thing adds more to the joy of life in either home or school than good music and he aims to have every graduate of his school proficient in the use of at least one musical instrument. The violin classes are the largest—the violin being within the reach of all and yet capable of the finest music—but piano, cornet and many other instruments are also taught. The work of the classes is excellent and the orchestra is wonderfully fine.

Another immediate and most welcome result of this meeting was the receipt of an invitation from State Superintendent Blair to attend his next meeting to be held at the Northern Illinois Normal at De Kalb, Feb. 1 and 2. Mrs. S. E. Bradt—a member of the Congress Board residing in De Kalb (the Illinois Branch has a Board member in each Normal School town)—took charge of the local arrangements and made up the following program.

CONFERENCE OF PARENT-TEACHER CLUBS

Monday, February 1, 1915, 2:30 P.M.
Normal School, DeKalb

*All interested in Parent-Teacher Organization
are invited to meet with some of
the State Workers*

Program

Music

What Parent-Teacher Associations Should Accomplish: Mrs. Orville T. Bright, Chairman Extension Department.

Social Life in the High School: Mrs. Wm. F. Young, President Chicago Council.

Discussion—Both Sides of the Parent-Teacher Question—10 Minutes: Dr. Cook, Dr. McMurry, Mrs. Lida McMurry, Mrs. Leishman.—5 Minutes: Ellwood School P. T. Association, Miss Tazewell, Mrs. Van Ordstrand, Mrs. Neuman, Mrs. Edson, Mrs. Paton.

Reception Committee, Ellwood School Mothers

The evening meeting was in charge of President John W. Cook who most graciously gave the Congress representative the first hour for the discussion of Parent-Teacher Associations and their work. Twenty County Superintendents were assembled with

the faculty of the School and a lively interest was shown. One hitherto unknown Parent-Teacher Association was discovered and invitations were received to address two meetings of County teachers.

President Cook also invited the Congress representative to address the 450 students of the School the following morning. 165 of these students will graduate in June and teach next year so that here again was a wonderful opportunity.

This sort of coöperation between our organization and the teachers will forward the work by leaps and bounds. Illinois has five splendid Normal Schools in the state beside one in Chicago. Some states have ten, some have only one. In every state the number should be increased. It is a privilege to see these great institutions, to meet the scholarly, gracious and able men who are their presidents and their refined and charming teachers. It gives a restful sense of the sure foundation on which the nation rests.

MARYLAND

The Baltimore Congress of Mothers gave a delightful afternoon tea at the Country Club, February 5. Mrs. Charles Ganz was hostess and Mrs. Alexander Mitchell, State Organizer. Mrs. Arthur A. Birney and Mrs. Frederic Schoff were guests. Many of Baltimore's prominent women were there, and listened with real interest to the "National Outlook for Childhood" which was the topic covered in addresses by Mrs. Schoff and Mrs. Birney. Many women expressed their wish to help in extension work in Maryland.

MASSACHUSETTS

"The National Parent-Teacher associations in Worcester number now twenty-seven organizations with a membership of over one thousand members. In addition to these associations there are coöperating associations assisting which number considerably more than another thousand.

"This is a city-wide movement in which all political parties, all religious denominations and all philanthropic, educational and charitable societies can unite. Like the streets of our city, these associations are avenues through which all the people may pass and meet, but if the streets were not free, if the city were to charge a certain sum which each individual had to pay daily while passing, it would greatly restrict the prosperity of our city. To be sure the keeping of the streets in repair and all the incidental expenses have to be paid for by the people out of the taxes and this year we who are citizens and workers in Worcester realize

that the less important expenses must be curtailed.

"However, it would not be economy to charge toll for entering any of the streets. They have cost too much to be closed to free traffic. That is the use for which they are intended.

"How is it with our schoolhouses? They are intended to educate and train the coming citizens of Worcester.

"The superintendent of schools and the teachers have faithfully tried to do their best for the children unaided by the parents, but now that over a thousand of these parents are coöperating with them and are coming together monthly to see how they may aid in the further development of their children, the teachers are finding their task easier and their work is being more appreciated by the whole neighborhood. The education acquired in our schools depends largely upon the atmosphere of coöperation pervading those schools. When the parents understand what the teacher is trying to do and lend their influence to supplement that of the teacher, the thing desired is accomplished easily.

"The spirit of the home is carried by the children into the school room and the teacher finds her task discouraging or enjoyable according as the atmosphere brought from the home is antagonistic or encouraging and helpful. Even our manufactories are successful according as each individual has a sense of loyalty to the plant to make it succeed.

"Our city is composed of groups of families. If these groups of parents come together for the betterment of their children the result will be a harmonious neighborhood and a city of prosperity."

Do the citizens of Worcester feel that these associations are of sufficient value to the city to be allowed the free use of the various school buildings with janitor service included?

Will the City Council make a special appropriation of \$2,000, which sum has already been unanimously approved by the School Committee at the request of many of the educators and prominent citizens of Worcester, but which has not been included in the regular appropriations?

The special request of the School Committee is as follows:

SCHOOL COMMITTEE,

Jan. 6, 1915.

HON. GEORGE M. WRIGHT, Mayor,
Worcester, Mass.

My Dear Sir: At the meeting of the School Committee held January 5, 1915, the following report, presented by the Committee on Finance, was adopted:

That the School Committee request His

Honor, the Mayor, to grant a special appropriation of \$2,000.00, to be used to pay for janitor service, and for heat and light, when schoolhouses are used for Parent-Teachers' Association meetings, or other civic purposes as may be granted by the School Committee.

Yours respectfully,

JOSEPH BEALS,
Clerk of the School Committee.

The 27 Parent-Teacher Associations now formed and in active operation are anxiously awaiting the answer to this request as their success depends upon this free use of the schoolhouses.

MINNESOTA

Child-Welfare Conference National Congress of Mothers and Parent-Teacher Associations, St. Paul, May 3-4—Organization of Minnesota Branch—Plan to Provide Clothes for the School Children—Parent-Teacher Association Cooperating With the Citizens' Free Employment Bureau.

Arrangements to provide suitable clothing for school children were made by the Parent-Teacher Association, which is coöperating with the citizens' free employment bureau. While the work will be done under the auspices of the association, it will be directly under the supervision of the city's department of school attendance, of which W. A. Hacker is the head. Applications for shoes and clothing for children now in school must be made to Mr. Hacker, under the plans adopted.

In case clothing is provided for children, and there are persons in the family who are out of work, the unemployed must register. If the unemployed then refuse an opportunity for work, no further assistance will be extended. A careful check on the work will be kept by means of the use of the confidential exchange of the charities.

Through the schools requests will be made for donations of clothing suitable for children. Clothing received will be repaired when necessary. The following regulations were adopted:

1. Clothing will not be given except to children of school age, who are attending school.
2. Clothing will be given only on order of the department of school attendance, the amount to be given in each case to be definitely stated in the order.

In connection with the limitation to children who are attending school, it is pointed out that the township trustee under the law is authorized to provide shoes and some other supplies to truant children.

Mrs. William A. Logue, 885 Dayton Ave., with a state committee, has charge of local

arrangements for the Conference. All citizens of Minnesota interested in promoting child welfare are invited to attend the St. Paul conference.

MISSOURI

Many Circles Observe Child-Welfare Day—Requests for Organizers Coming from All Parts of the State—Several New Organizations Reported—Chairman of Home Economics Appointed—First Community Dance under the Auspices of the St. Louis Circles a Decided Success—Membership Campaigns and Much Activity in Many Organizations—State Board Meeting in Springfield.

Child-Welfare Day was observed by numerous organizations throughout the State, during the week of February 17.

Entertainments, Teas, Parcel Post Sales and Musicals were given and the money thus raised will be forwarded to the National Congress of Mothers and Parent-Teacher Association Treasurer for the Child-Welfare fund. Thus Missouri is growing in usefulness as well as numbers.

At the request of the School Superintendent of Odessa and the County Superintendent of Lafayette County, Mrs. E. R. Weeks recently addressed the District County Institute, on the Purpose and Methods of the Association with the result that a Parent-Teacher Association was organized in Odessa and plans formulated whereby the women of Odessa will help organize in the rural schools of the County in the near future.

A new organization in Savannah with a request from Jamesport to be organized is also reported from the western part of the State.

Two new organizations, with a combined membership of 125 swells the state membership list considerably, and is the report from St. Louis.

The State Organization has been very fortunate in securing the services of Miss Louise Stanley, Chairman of Home Economics of the University of Missouri, as Department Chairman of Home Economics.

Miss Stanley gave a series of lectures in St. Louis recently on Home Economics and will be glad to coöperate with the Mothers Circles and Parent-Teacher Associations in other sections of the State in the same manner.

The first Community Dance as given in Central High School in St. Louis under the auspices of the Council of Mothers' Circles and Parent-Teacher Associations was quite an innovation—and proved the wisdom of the opening of the schools as social centers.

The entertainment given in the main auditorium was of extremely high class—and from the 1,500 fathers, mothers and children present not one criticism was heard, during the entire evening.

One of the schools of St. Louis County has such a good basket ball team and draws such crowds when they play that a poolroom in the vicinity closes for the evening, which again proves the benefits to be derived from public use of public property.

The Horace Mann Mothers' Circle of St. Louis has instituted a one hundred membership campaign and they hope to reach that number before the next State Convention.

Following the community recreation plan, a dance, supervised by the members of the circle, is given each month in the Gymnasium room of the school. A good orchestra is provided and the receipts from checking hats and wraps is always sufficient to cover the expenses.

The two newest Parent-Teacher Associations in St. Louis are the Emerson School and the Bryon-Mullanphy.

Prof. H. H. Ryan, of the Bryan-Mullanphy School, said he studied very carefully all school organizations and found the Parent-Teacher Association the most practical and by far the best. He liked it best for one thing, he said, because it was Parent-Teacher and not Teacher-Parent.

Sorority Circle organized a Mothers' Circle in the poorer district of St. Louis and paid one year's dues of the thirty-one members into the State and National Organization.

Thus again is Sorority being true to her name—also helping to spread the work.

The Board of Managers of the State Organization met in Springfield, February 11 and 12.

Plans for the coming convention and all work being done in the state were discussed.

MONTANA

Parent-Teacher Movement is Growing in Popularity—Expected that Every County in the State Will Soon be Fully Organized.

The Parent-Teacher association, which took such a prominent place at the recent session of the Montana State Teachers association at Butte is sweeping the state like wildfire and evidently it will be but a short time until every county in the state will be organized.

Some of the things that are making this organization so popular in the northwest and so helpful to the schools are the ease with which an organization can be effected, the democratic way in which the work is carried on and the fact that it meets the

need of the large and the small school equally well.

Among the things that the mothers through this organization are helping the teachers to do are seeing to it that the school house and grounds are kept in good repair, securing a musical instrument for the school house, supplying sanitary water and drinking equipment, enlisting the pupils to help beautify and care for the school house and grounds, making the local trustees, special advisers for the club, encouraging playground equipment and school gardening, planning for neighborhood entertainments and giving to every child the opportunity to develop his highest possibilities, physically, mentally and morally and to throw the protecting care of intelligent motherhood about every child.

The organization of eight Parent-Teacher associations in Helena, the organization of associations in all the schools of Butte, in Lewistown, Niles City, Anaconda and other towns has given such interest.

OHIO

The Ohio Branch of National Congress of Mothers reports three new associations which have joined in the last month: The Garfield Parent-Teacher Association, the Canton and the Windemere Mothers' Clubs, the first entirely foreign speaking club which we have. It is supposed to be entirely of Hungarian, and was organized by Mrs. Roach and Mrs. Noland with an interpreter, as no one could speak English.

They elected their officers and paid their dues and were delighted to know they could belong to this Congress.

OREGON

Child-Welfare Day Set—Governor Withycombe Proclaimed February 17 Sacred to Cause.

In a proclamation Governor Withycombe set aside Wednesday, February 17, as Child-Welfare Day in Oregon. The Governor in his proclamation called upon the people of the state "to cooperate heartily in assisting those who are laboring for the welfare of our children on that day." The proclamation follows:

WHEREAS, The children of Oregon are truly its greatest asset and the future hope of the state; and,

WHEREAS, All that will tend toward their welfare and happiness merits our most hearty sympathy and support; and

WHEREAS, It has been customary to set aside one day each year to be known as Child Welfare Day, when the interests of the children of Oregon receive special attention;

Therefore, I declare Wednesday, February 17 Child Welfare Day in Oregon, and call upon the people of the state to coöperate heartily in assisting those who are laboring for the welfare of our children on that day.

PENNSYLVANIA

Child-Welfare Day was royally observed in Erie. A dinner at the Reed House, February 17, given by the Erie Council of Parent-Teacher Associations in honor of the National president brought together superintendents and principals of schools and local members of the Congress. An evening mass meeting at the Court House, February 18, and afternoon meetings in different sections of the city, February 17-18-19, gave Erie parents every opportunity to know the work of the Mothers' Congress.

Philadelphia celebrated Child-Welfare Day by a reception at 1302 Spruce St., given by the State Board.

Founder's Day was generally commemorated throughout the State, the observance taking different forms, including the general topic of child welfare in connection with the story of the founding. At the executive headquarters in Philadelphia, 1302 Spruce street, there was a large attendance from the nearby associations and of the members at large. Mrs. Herman H. Birney described the early days of the Congress when giving a sketch of Mrs. Theodore Birney. Exchange of experience was given by the assembled members. There were several musical numbers by Miss Ruth Barber, pianist; Miss Camille Plasschaert, violinist, and Mrs. Albert Schmidt, vocalist, all of the Philadelphia Music Club, each of whom donated their service most cheerfully. The usual offering was taken for national work.

At the January meeting of the executive board the invitation to hold meetings, whenever possible, elsewhere than in Philadelphia was voted upon favorably. Chester and Easton each will be visited, the board-meeting to be followed by an open conference to which the general public is invited.

It was also voted to enlarge the Bureau of Speakers. Mrs. Howard W. Lippincott was appointed an honorary vice-president with a seat on the board. Mrs. W. Archibald-MacClean, of Gettysburg, was appointed a vice-president.

The Parent-Teacher Association of Littlestown at their second meeting enjoyed a program of music and recitation given by the pupils of the school. An address was made by the Rev. E. B. Davidson, his subject Education of Youth in Habits of Thrift. Music, its spiritual value, was the subject taken by the Rev. J. J. Hill.

The Gettysburg Association is working to establish a gymnasium in the high school. The purchase of a stereopticon lantern having been carefully considered was voted upon favorably and W. A. MacClean was empowered to buy the improved machine described. Mrs. Edward A. Weaver, president of the Parent-Teacher association, reported an excellent and increasing attendance at each meeting.

The Philadelphia Mothers' Club at their February session met jointly with The Mothers-in-Council of Germantown, and The Frankford Mothers Club. At this interesting meeting The Family Budget was discussed by Mrs. Robert Breuere, of New York.

RHODE ISLAND

Work for Coming Year Planned by Mothers' Clubs—Legislative Problems and Children's Welfare Projects Form Principal Topics of Discussion.

Forty clubs were represented at the meeting of the board of management of the Rhode Island Congress of Mothers and Parent-Teachers' Association held in February.

The State President, Mrs. D. K. Bartlett, gave an announcement of the coming annual convention of the association, to be held in this city March 30 and 31.

Besides the reports of the standing committees and the various clubs to be given at that time, addresses from well-known speakers are promised, among whom is Ernest K. Coulter, founder of the Big Brotherhood Movement, and author of the book, "The Children in the Shadow."

COMMITTEES NAMED

The following committee on arrangements was appointed. Mrs. S. L. Friend, Mrs. M. A. Murray, Mrs. George Anndon, Mrs. F. R. Parsons, Mrs. W. P. Peirce, Mrs. W. C. Hobbs, Mrs. E. G. Thompson, Mrs. H. T. Burton, Mrs. E. R. Davenport, Mrs. E. Bowers, Mrs. J. C. Canning and Mrs. F. N. Brown.

Announcement was made of the educational moving picture entertainment to be given school children during the spring vacation at Keith's Theatre. Mr. Lovenberg has again offered the congress the use of the theatre and attendants.

The attention of the directors was called to the clothes for children on display in the lecture room, which were made by the graduating class of the Technical high school, under Miss L. H. Pierce and given to the Congress for their relief work. The committee on relief work reported that the sum

of \$42.77 had been given for its disposal and that shoes, rubbers and underwear had been given to indigent school children. About 300 garments had also been distributed.

Mrs. Fred Talbot, Treasurer, in her report showed that the Congress has received \$2,100.36, expended \$1,446.75, with a balance on hand of \$653.61.

Mrs. Carl Barus, reporting for the child labor committee, announced that, working in coöperation with the Consumers' League, the Congress would bend its energies to getting through the Legislature an act entitled, "Of Newsboys, Bootblacks and Youthful Street Vendors."

PENNY LUNCHES

Mrs. George Bronson, reporting for the home economics and education committee, said assistance was being given in two schools in providing the penny lunches for children, that the committee was seriously considering the advisability of giving a hot lunch in one of the disciplinary schools. She further announced that the committee had purchased from the United States Bureau of Education copies of their "Reading Course for Parents," which will be distributed throughout the clubs.

CONGRESS OF MOTHERS

The Home Economics committee have about completed arrangements with Miss Jennie Koehler of the State College of Agriculture for a course of eight lectures on "Home Economics." Each of the clubs will be allowed to send one representative to this course, taking back what they have gained to their organization, and in this way 2,000 women of the state will be reached. The Smith-Lever bill makes this free instruction possible. A detailed account of the topics of the lectures will appear later. As Miss Koehler is busy now with work relative to the food fair, this course of lectures will begin the first week in March.

PACKED BOX FOR BELGIANS

The Woonsocket Mothers' club packed a large box for the Belgian babies.

The box contained 31 layettes and odd pieces of baby clothes, containing in all 690 articles, in addition to 15 pounds of gray yarn donated by Gustave A. Friedrichs.

The sum of \$10 remained after materials had been purchased and all expenses paid, and this was sent to the Queen's fund to buy condensed milk for the babies.

TEXAS

Courses in Homemaking for Mothers' Clubs.

To arouse interest throughout Texas in a state-wide campaign of education for better homes and higher standards; to give to as many women in the state as possible, information on subjects pertaining to home making and to secure the introduction of these subjects into the schools of the state, especially those of small towns and rural districts, the Texas Congress of Mothers and Parent-Teacher Association, with the coöperation and assistance of the faculty of the College of Industrial Arts, is preparing a free course of study, consisting of a practical outline, lectures and demonstrations in "Home Making."

This course will be offered to the clubs in membership with the Texas Congress of Mothers and Parent-Teacher Association Miss Mary L. Watkins, State secretary of the Congress, has begun the work of preparing this course on "Home Making" and adapting it to the practical needs of the clubs of Texas. She is now in Denton for a stay of six weeks and will have unusual opportunities for studying the home economics features of the College of Industrial Arts.

The Dallas Council of Mothers, representing twenty Parent-Teacher associations, Mrs. McDonald Hinckley, President, has also prepared a special program for Child-Welfare Day.

An enthusiastic Parent-Teacher Association was recently organized by Mrs. Porter in Highland Park, a residence suburb of Dallas. This organization arranged an interesting evening program for Child-Welfare Day, at which the Mayor and President of the School Board took part. The principal of this school, Miss Bell Frances, is a very progressive woman, and will, herself, conduct a child study course in connection with the regular program. The Association will use "Parents and their Problems" as an aid to their study course.

Miss Jessie P. Rich, the newly elected Chairman of the Child Hygiene Department of the Texas Congress of Mothers, member of the faculty of the State University, and a valued addition to our Executive Board, has just sent out a most excellent plan for a Better Babies Campaign. Following is an outline of her plan:

Enough babies under one year of age died in Texas last year to populate a good-sized city. Our campaign, in which we hope to enlist the members of the Congress of Mothers, is designed to save fifteen thousand babies

in the next twelve months. The Child Hygiene Department should concentrate its efforts on two distinct lines of work:

1. The organization of a Better Babies Alumni in each community.

2. The study of infant and child-feeding.

The following outline of work is suggested:

1. Plan a Better Babies campaign in your community early this spring.

2. Write Mrs. Anna Steese Richardson, Chairman Child Hygiene Department, National Congress of Mothers and Parent-Teacher Association, 381 Fourth Ave., New York City, for directions and specifications concerning the organizations and purposes of the Better Babies Campaign.

3. Plan a mass meeting if possible, in your community and discuss the value with the physicians and mothers, of a Better Babies Campaign.

4. The Better Babies Campaign is in no sense a mere contest for the gaining of prizes or awards, but a health conference, ascertaining the physical and mental condition of the child. Advertise such a campaign in the local and county papers.

5. Get as many rural babies as possible.

6. Get all the available literature on infant care. The following sources send material to you free of all expenses: The Children's Bureau, Washington, D. C., University of Texas, the Woman's Home Companion, 381 4th Ave., New York City.

7. Make your Better Babies Campaign as scientific and careful as possible. Admit all children between the ages of six months and five years. (Score cards for children can be obtained free from the *Woman's Home Companion*.)

II. Plan an Alumni of Texas Better Babies. Keep their names and addresses. Twelve months after date of the first campaign, hold another campaign and note improvement.

III. Institute a class of Alumni Mothers for the purpose of studying infant and child feeding. Use the following general outline or, if a more detailed outline is desired, write to State Chairman, Child Hygiene Department of the Texas Congress of Mothers, Austin, Texas.

At the State Teachers Association recently held in San Antonio a special Section on the program was assigned to the Texas Congress of Mothers. Mrs. F. W. McAllister, President of the Congress of Mothers, presided. The meeting was well attended by teachers from all over the state and the discussions were animated and instructive.

WISCONSIN

900 In Attendance At the Children's Moving Picture Show Provided by Wisconsin University—Performance a Big Success.

That Sheboygan can always depend on the numbers of its children was again proven when over 900 children attended the moving picture performance at the Majestic given under the auspices of the Lincoln School Mothers' club.

The films shown came from the University of Wisconsin and the only expense connected with their use is the payment of the express charges to the next place, these shown going to Palmyra from here.

It was explained that the university does not allow admission charges where the university films are shown, except the proceeds be used for school purposes. In this case, the proceeds will be used for the purchase of a moving picture machine to be later installed in the Second ward school, when the pictures will be shown free of charge.

The films shown were "The Making of Shoes," "The Fly Pest" and "The Fairy Banquet" which were explained by Principal Brasure and Mrs. Walter Kohler. Eugene Pantzer played the piano for the musical part of the entertainment. The chaperons were Mmes. W. Kohler, P. Koehn, Edw. Hammett, K. Testwuide, M. Steinhaus and Misses Seideman.

We think that it solves the "movie" problem for the children. The theater was loaned to us; we paying only for current used for lighting and for operating the machine and in addition, we paid for the services of the regular operator of the machine, and express on the films sent from the visual instruction department of the University Extension Division.

"Supt. L. P. Beneget, of La Crosse, writes that seven years ago a Parent-Teacher association was organized there, which has grown to be a very flourishing institution. It has meetings three times a year, at which a great majority of the parents, and all the teachers are present. The parents are kept fully informed of the requirements of the school, both as to scholarship and discipline."

A teacher of La Crosse writes further: "We, as teachers, ask parents to help us, and they in their turn ask us to help them; I believe this is the greatest work of the association. The association installed physical education for girls and through interesting business men, who through investigation found it of value, manual training was added."

At present a committee of women is working up a practical course in Domestic Science.

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